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ABSTRACT

Developed and coordinated by the Bureau of Reading Education of the New York State Education Department, Project Alert is a statewide inservice program to facilitate instituting or improving the diagnostic-prescriptive approach to reading instruction. As part of this program, a reading resource kit was prepared by the bureau to give structure and direction to the projects in the local schools. This multimedia kit presently has six packages, with three more to be prepared. Each of the packages in the kit analyzes one skills topic in reading. This second package in the kit, "The Informal Reading Inventory," explains how to construct and how to administer the informal reading inventory, and discusses ways to record the scores of silent reading comprehension questions and oral reading errors. A 30-minute film or video tape demonstrating procedures for administering and scoring an informal reading inventory has been produced to accompany the package but is not included in the document. An overview of Project Alert and the administrator's handbook, which describes the intended uses of the packages, are included with each package. (TO)

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Inservice Reading Resource Kit

and

Project Reading ALERT*

Package 2--Learning Task I, Construction of an Informal Reading Inventory (Tape and Workbook); Learning Task II, Administration of an Informal Reading Inventory (Tape and Workbook)

Bureau of Reading Education

New York State Education Department

Washington Avenue

Albany, New York 12224

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* Project Alert was organized, supervised and evaluated by members of the Reading Bureau, under the direction of Mrs. Jane Algozzine, Chief of the Bureau.

CS 001 398

Overview of Project Alert

Thomas Fitzgerald
Associate, Reading Bureau
State Education Department
Albany, New York

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Project Reading Alert is a statewide inservice program with the objective of instituting or improving the diagnostic-prescriptive approach to reading instruction. In an effort to increase the impact of inservice programs, this project has been developed and coordinated by the Bureau of Reading Education of the New York State Education Department. Many previous inservice programs utilized outside speakers for short-term lecture courses which had little emphasis on demonstrations of classroom techniques. Project Alert is structured to overcome the widespread negative response of teachers to traditional inservice arrangements. For this reason the project has several unique features:

1. Classroom teachers are used to facilitate and guide inservice programs.
2. The emphasis is placed on the self-direction of teachers in determining content of the inservice program.
3. The emphasis is placed on classroom demonstrations of new techniques.
4. Finally, 50 school districts are cooperating and sharing inservice

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materials and objectives.

Project Alert has been structured in three phases, each training a group of teachers who, in turn, have initiated an inservice program for other teachers. Through this "ripple" effect, it is expected that approximately 5,000 teachers will be exposed to the reading inservice program. The first phase of Project Alert, funded through ESEA, Title I funds, brought together the 50 directors of the summer programs for a 2-week workshop in March 1972. The participants focused on three main activities:

1. Exploring, critiquing, and utilizing the "Reading Resource Kit",
2. Refining inservice models for each of the 50 projects, and
3. Investigating additional diagnostic-prescriptive techniques by reviewing new commercial material and visiting school programs.

The 50 reading specialists returned to their communities to direct the second phase of the project, a summer instructional program for children in Title I, ESEA programs and inservice training for 670 Title I ESEA teachers in the summer program. This second phase was also funded through Title I, ESEA. As the director facilitated, guided, and evaluated, the teachers designed their inservice program to meet their own needs in the classroom: diagnosis, prescription, evaluation, and management. The spirit of experimentation was encouraged through classroom demonstrations, shared instructional responsibilities, and self-evaluation. The Reading Resource

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kit and commercial material provided the focal point for teachers' discussions and team projects. An important objective of the summer phase was to prepare the teachers to organize and facilitate inservice programs this past academic year (1972-73) in their individual schools. The teachers trained during the summer returned to their buildings as teachers-leaders with the responsibility of organizing an inservice program for their fellow teachers.

Throughout this program, commercial and locally developed materials were used to assist teachers. The Bureau of Reading Education prepared a Reading Resource Kit to give added structure and direction for the 50 projects. This multimedia kit presently has six packages which permits the teacher to select areas of interest and needs, and to work through the readings, tasks and evaluations. This may be done independently or in a group, depending on the desired organization of inservice in that building.

The Reading Resource Kit provided structural guidelines for developing a reading program based on individual needs of students as advocated by the Regents position paper on reading. Inservice leaders used the kit as a springboard for evaluating and improving the skills and techniques of the teachers. Other inservice materials will be used to expand the program as the needs of the teachers indicate. The kit is not designed as a complete teaching resource nor as a complete reading program for a school system.

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The kit's central focus is the development of a diagnostic-prescriptive approach to classroom reading instruction. Each of the packages in the kit analyzes one skills topic in reading. The following is an outline of the contents of the packages:

I. The Recognition of Readiness

II. The Informal Reading Inventory

1. How to Construct
2. How to Administer with a Demonstration of Procedures
3. Recording Scores

III. Diagnosis of Word Recognition Ability

1. Techniques for Testing
2. Interpretation of Tests
3. Available Materials

IV. Assessment of Listening Skills

V. Classroom Management

1. Data Collection: Organization and Use
2. Facilities
3. Instruction

VI. Fry Readability Index

VII. Improving Comprehension Through Questioning Techniques (available 1974)

VIII. Reading in the Content Areas (available 1974)

IX. Prescription in Word Recognition Skills (available 1974)

With this brief overview of the components and activities of Project ALERT, one of the six available packages is presented following the Administrator's Handbook which describes the intended uses of the packages.

Administrator's Handbook

for

Inservice Reading Resource Kit

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Gratitude is expressed to those writers who helped prepare individual packages and provided inspiration and creativity as they wrote the narratives, planned the sequences, and arranged the tasks for the Inservice Reading Resource Kit. Appreciation goes to:

PHOEBE LAZARUS -Supervisor of Special Education, BOCES -Nassau County, for the Readign Readiness Package

DOROTHY OHNMACHT -Assistant Professor of Education at Russell Sage College, for the Informal Reading Inventory

JANE COLLIS -Former Director of Reading in Holland Patent Schools, for Diagnosis of Word Recognition Abiity

FRANCIS HODGE -Assistant Director, Two-Year College Student Development Center, for Assessment of Listening Comprehension

BERYL SHEADMAN -District Supervisor of Reading, District #3 Huntington, Long Island, and THOMAS FITZGERALD, Associate in Reading Education, for Classroom Management

EDWARD FRY -Director of Reading Center, Rutgers University, for Readability Index

The narratives for the cassettes were read by:

SARA PITT -Reading Specialist, former teacher at Albany High School

PHILIP MORRISON -Associate in Educational Communications

The writing-editing staff consisted of Sara Pitt, Agnes Holleran, former English Department Chairman at Cohoes High School, and Ellen Murphy, English teacher. They contributed to the clarity, conciseness, and accuracy of narratives, tapes, and workbooks.

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Appreciation also is due to the staffs in the State Education Department units: Mass Communication, Audio Visual Center, and Publications for exceeding their roles in producing materials. Special mention is given to Helen Marion and Jean Spawn of the Guilderland Central School District and to William Neiger of Shaker High School, Latham, for their kind cooperation in making the production possible.

This resource kit was prepared under the direction of ALBERTA C. PATCH, Associate, Bureau of Reading Education.

Other members of the State Education Department who gave generously of their time in a consultant capacity are:

CATHERINE BAILEY, Associate, Division of Research and Educational Communications

THOMAS FITZGERALD, Associate, Bureau of Reading Education

DOROTHY FOLEY, Associate, Bureau of Elementary Curriculum

VIRGINIA FRANSECKY, Associate, Bureau of Reading Education

WILLIAM HETZER, Associate, Bureau of Educational Television

ROBERT JOHNSTONE, Chief, Bureau of Elementary Curriculum

FRANCES MORRIS, Associate, Bureau of Reading Education

PAULA ROLLINS, Associate, Bureau of Reading Education.

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FOREWORD

The idea for the Inservice Reading Resource Kit for classroom teachers was first conceived in the Bureau of Reading Education in 1970. At that time the need to reach far more teachers than is presently possible through inservice local workshops or through the limited number of collegiate programs available to a district became evident. This led to a decision to develop a series of learning packages, for use by individual teachers or by small groups of teachers, While they are designed to be self-directed and self-paced, it is hoped that they will be used whenever possible under the direction of a competent reading consultant or director of curriculum. The first six packages completed in the series deal primarily with diagnostic techniques useful in the classroom, the evaluation of the approximate difficulty of materials and the organization of a classroom to provide individualized instruction and thus fill the identified needs of the learner.

These packages are intended to serve as tools and to expand the capacity of the State Education Department to reach all teachers in New York State concerned with providing the highest quality of instruction. It is our hope that these materials, used in proper perspective and supplemented by other means for improving the teacher's effectiveness in the classroom reading program, will enable the school districts to implement the program proposed in the Regent's Position Paper No. 12, Reading, published in July, 1971.

Jane Algozzine

Jane Algozzine, Chief
Bureau of Reading Education

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INTRODUCTION

Does your teaching staff need help in:

---constructing and administering diagnostic reading tests
---individualizing reading instruction
---determining the readability level of materials
---determining reading readiness of individual students
---testing word recognition ability
---developing communication skills related to reading---such as those found in listening
---designing programs for students based on their abilities and needs

Do you find it difficult, if not prohibitive, to get the time, facilities, and resources needed to provide such help?

The Inservice Reading Resource Kit provides low-cost, on-the-job training to assist classroom teachers in individualizing reading programs. Flexibility is an important feature of the multi-media approach. Since the program is self-administering and self-instructional, the teacher can schedule his own learning time and place, can adjust the materials and the pace to fit his own needs, using as many or as few of the components as he chooses. The only facilities needed for the program are a cassette playback recorder, a pencil, working space, and either a 16mm film projector or a one inch video tape-projector, preferably one which includes a monitor.

Few bibliographical references are included in the kit since they tend to become out dated rather rapidly and lists may be interpreted as restrictive. Administrators are urged to keep information about up-to-data professional resource materials readily available. The school Reading Coordinator can suggest specific materials on request.

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Self-Instructional Inservice Reading Kit: A Resource for Developing Diagnostic-Prescriptive Techniques in Classroom Teaching of Reading'

Objectives for Use

...Administrators and reading supervisors will be able to offer a resource packet to classroom teachers to assist them in individualizing their reading programs.

...Administrators and reading supervisors will be able to plan a self-instructional in-service reading course for classroom teachers.

...Classroom teachers will be able to use these multi-media packages independently to develop expertise in individualizing reading instruction.

...The classroom teacher will be able to use the packages in this resource kit to instruct herself in:

...assessing student readiness for learning to read

...constructing appropriate diagnostic reading instruments

...determining suitable reading materials for students

...prescribing appropriate reading tasks and programs for students

...recording reading progress and maintaining records for students

...selecting classroom management procedures appropriate to specific needs

The Inservice Reading Resource Kit is intended to serve as a spring board, helping the classroom teacher to diagnose students' reading proficiency and to prescribe appropriate programs for every child in a range of from-below-to-above-average achievement. It is not meant to be a clinical instrument. Intentionally, it oversimplifies techniques for diagnosis, holding to the thesis that as a teacher gains expertise, he will become aware of questions which are raised by specialists in the field, and will pursue sophisticated procedures at greater depth than is undertaken in this foundation study.

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OVERVIEW OF CONTENTS

Package I — The Recognition of Readiness (Beginning Reading Level)

This package deals with means of determining a child's development in mastery of the skills essential to learning to read. It provides a set of axioms or generalizations about the process of reading which should help the teacher to identify the child's point of readiness. Suggestions are given for certain tasks which will aid the teacher in prescribing appropriate instruction to meet those needs.

Package II — The Informal Reading Inventory

This package explains how to construct and how to administer the informal reading inventory which is a most useful instrument in providing appropriate placement for students in materials and in the reading skills sequence. It helps diagnose strengths and weaknesses giving the teacher insight into the individual's learning needs. A video tape or 30 mm film demonstrating procedures accompanies the package.

Package III — Diagnosis of Word Recognition

This package goes into detail in the techniques of testing word recognition. Materials are suggested. Interpretations of results are provided as guidelines for teachers. Actual test situations have been recorded on cassette tapes.

Package IV — Assessment of Listening Skills

This package presents materials for assessing the child's listening comprehension level. Sample exercises, scoring devices, and samples of question techniques are included. This is the first of several packages dealing with communication skills which are related to the reading process. (The other packages are to be developed at a later time).

Package V — Classroom Management

This package deals with three major concerns in classroom management. Section I focuses on data collection. The teacher learns how to organize and use information about students' reading skills. Section II deals with classroom facilities and staffing. Section III is directed toward instructional procedures.

Package VI — The Fry Readability Index

This package is a working tape and study book to teach the Fry Readability Index, which is one of many methods used to determine a textbook's level of reading difficulty.

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Suggestions for Use of Resource Kit

Situation I

A beginning elementary classroom teacher has had little or no background in the teaching of reading. She asks for help in organizing her classroom. The principal of her school calls the Inservice Reading Resource Kit to her attention, and he helps her arrange a schedule for using it after school in the library of the school on two days each week. He asks her to keep a log which will show any value this resource may have in improving her own effectiveness in the classroom and asks her reading teacher to assist her in her use of this kit.

Situation II

A team of social studies teachers in a middle school is concerned with the suitability of textbooks for the students. The department chairman schedules meetings for them to use the resource kit and learn how to determine the readability difficulty of the texts. They learn from the resource kit how to do informal testing to find the students' reading instructional level. Their findings will be reported to the school principal and to the guidance office to be shared with teachers in other content areas. Recommendations as to the appropriateness of materials will be included in the report and adjustments will be made in selections of texts and in grouping procedures to provide suitable instruction for the students.

Situation III

The curriculum committee of a school district has reported that there has been no recent inservice course in reading for its classroom teachers. A survey of need and a priority list is made. Teachers in greatest need of this service are scheduled through the entire resource kit by the reading supervisor. A salary increment is allowed for inservice credit, according to district policy, when a teacher gives evidence of satisfactorily completing the course.

Situation IV

A langauge-arts social studies team of teachers on a secondary level questions the suitability of the curriculum for the low, average, and above average students in the school. The reading coordinator suggests they use a readability index on texts and supplementary materials. This leads to further study of the Inservice Reading Resource Kit. Among other discoveries, the team determines, after profiling available student test scores, that the above average segment of population is capable of stretched performance. A survey of available resources in school and community is recommended. The team constructs a curriculum of greater range and depth for these students, utilizing suggestions from the packages of the kit in determining needs and prescribing extended opportunities for independent study and individualization.

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Sample Narrative of Cassette Tape
to be used in Learning Task I
Package II

This is a sample of what the teacher will hear on the cassette tape to be used in Learning Task I of Package II. This introductory portion of the narrative gives an idea of what is to follow.

Construction

of an

INFORMAL READING INVENTORY

This package is designed to aid the teacher in informal diagnosis of reading needs in the classroom. As used here, diagnosis is defined as a close study of a child's basic reading skills in word perception and comprehension for the purpose of facilitating proper classroom placement and improving instruction to meet individual reading needs. Informal evaluation of an individual's reading skills and abilities provides diagnostic data about the student's weaknesses and strengths in reading which can help the teacher to determine materials that should be used and procedures that should be followed. One diagnostic technique which provides such data is the informal reading inventory. This type of inventory can be easily constructed and utilized by classroom teachers.

Although inventories are available commercially, teacher-made inventories can be very useful. They take no more time to administer and analyze than do commercially produced inventories and have certain advantages over them. They have greater relevancy to actual classroom reading tasks; they provide less formal testing situations; they are less likely to create tensions in a reluctant reader; and most important of all they provide information which is helpful to the teacher in the selection of materials and approaches to instruction to meet the specific reading needs of individual students.

This package contains three parts. Part I provides directions for the construction of the informal reading inventory. Part II provides directions for administration of an informal reading inventory. Part III provides directions and practice in scoring an informal reading inventory.

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Inservice Reading Resource Kit

Package II

LEARNING TASK I -- CONSTRUCTION OF AN INFORMAL READING INVENTORY

(tape)

CONSTRUCTION

of an

INFORMAL READING INVENTORY

This package is designed to aid the teacher in informal diagnosis of reading needs in the classroom. As used here, diagnosis is defined as a close study of a child's basic reading skills in word perception and in comprehension for the purpose of facilitating proper classroom placement and improving instruction to meet individual reading needs. Informal evaluation of an individual's reading skills and abilities provides diagnostic data about the student's weaknesses and strengths in reading. This data can help the teacher determine the materials that should be used and the procedures that should be followed. One diagnostic technique which provides such data is the informal reading inventory, which will be referred to as I.R.I. or inventory. This type of inventory can be easily constructed and utilized by classroom teachers.

Although IRI's are available commercially, teacher-made inventories can be very useful. They take no more time to administer and analyze than do commercially produced inventories and have certain advantages over them. They have greater relevancy to actual classroom reading tasks; they provide less formal testing situations; they are less likely to create tensions in a reluctant reader; and, most important of all, they provide information which is helpful to the teacher in the selection of materials and approaches to instruction to meet the specific reading needs of individual students.

This package contains three parts. Part I provides directions for the construction of the informal reading inventory. Part II provides directions for administration of an IRI. Part III provides directions for its scoring.

For directions concerning the construction of an informal reading

inventory you will need to continue listening to this tape. You will also need the workbook entitled Construction of an Informal Reading Inventory. Turn off tape long enough to get the workbook.

(2 second pause)

The first step in the construction of an IRI is to select the printed material to be used. Certain criteria should be considered in the selection of this material. Turn to page 1 of the workbook. Look at criterion number 1, "The content of the printed materials should be interesting to the child." This is important because printed material which interests the child serves to enhance motivation. Knowledge of a particular child's interests, hobbies, or afterschool activities, for example, may be useful in the selection of content. Since children have different interests at different ages, you should know the age of the particular child for whom you are selecting the material.

Look at criterion number 2, "The content should not have been read previously by the child or children with whom you plan to use the inventory." If the particular story or article selected has been read before, the validity of the resulting data is questionable. The child's retention of ideas or words associated with a story heard or read previously can distort the information obtained about his sight-word vocabulary, his word-attack skills, or his comprehension skills.

Look at criterion number 3, "The teacher should know the readability level of the content." Many materials used for instruction in the classroom are marked by the publisher to specify readability level. If this level is not indicated, the teacher should apply a simple formula to the content. A package with directions for determining readability level is another part of this resource kit.

Look at criterion number 3, "The teacher should know the readability level of the content." Many materials used for instruction in the classroom are marked by the publisher to specify readability level. If this level is not indicated, the teacher should apply a simple formula to the content. A package with directions for determining readability level is another part of this resource kit.

Before you proceed to select material for the construction of an IRI for your own use, turn to the story on pages 2-5 of the workbook. The story, entitled "How Percival Caught the Tiger", is taken from the Ginn Basic Readers, Book III, FINDING NEW NEIGHBORS. The content is considered to be of interest to most third grade children. Since this serves only as a sample, the teacher doesn't need to determine whether or not this is a familiar story. The readability level of the material, as indicated by the publisher, is the first half of grade 3. Before reading the story, turn off the tape.

(2 second pause)

Now that you have read the story we will use it as a sample to demonstrate the steps required to prepare materials for use. First, notice that the story on pages 2-5 of the workbook has been reproduced in its original form. This was done because the material you select will be used by the child in its original printed form. The story you choose may or may not be removed from its original binding. Sometimes teachers remove the pages of the story from a book and place them in a loose-leaf notebook. A story should always be removed from its original binding if the grade level is indicated. Seeing the grade level on the book binding, especially if it is below the student's current grade level, may create anxiety in the reader.

Now look at page 3 of your workbook. A double line has been drawn at the bottom of the second page of the story. This line divides the story into two parts. During the administration of the inventory, the student will read the first two pages of the story silently. The double line shows him where to stop in his silent reading. The student will read the last two pages orally.

Now look at page 6 of the workbook. This is a doubled-spaced copy of the first part of the story. A typed copy of the story is necessary for the teacher's use.

Turn to page 7 of the workbook. On this page are sample comprehension questions which pertain to the first part of the story. They are inserted after part I because the questions will be asked after the student has finished reading part I silently and before the student reads part II orally. Notice that answering the questions requires the use of eight comprehension skills. Space for recording the child's answer has been left below each question. Possible points for scoring and space for recording pupil's points have been provided at the right of each question. While you study the suggested comprehension skills to be sampled and the examples of questions measuring these skills, turn off the tape recorder.
(2 second pause)

Turn to page 8 of your workbook. On this page you will find a double-spaced copy of Part II of the story. You will use this page to record the student's oral reading errors. (Instructions for recording the oral reading errors will be given in Learning Task II of this package, which provides instructions about the administration of the inventory.) Notice that the words in Part II have been counted and the number recorded in the top right-hand corner of page 8. The number of words, which in this sample is 117, will

be utilized later to determine the student's oral reading accuracy score. Notice that one comprehension question which pertains to this part of the story has been provided at the bottom of the page. This is done because some children react differently in their comprehension of silent reading and their comprehension of oral reading.

You are now ready to select materials and construct your own inventory. For further help with the writing of comprehension questions which test various skills, refer to teachers manuals of basal textbooks. Manuals frequently indicate the skill to be developed and suggest questions to use in the development of that skill.

When you have constructed one IRI on a specific readability level, construct several other inventories on consecutive levels below and above that of your first inventory. You may need these later when you begin administration of the inventories. The results of the first IRI administered to a child may show the grade level of that inventory to be either too difficult or too easy for the student. Often a series of basal readers, other than any used in the school, is selected for such inventories. Consistency in linguistic patterns, introduction of new words, and interest of content is perhaps more closely controlled from level to level in a single series than would be possible to achieve by selecting a variety of reading texts.

This concludes the lesson on construction of informal reading inventories. The next lesson in the sequence contains directions for the administration of an IRI.

Inservice Reading Resource Kit

Package II

LEARNING TASK I -- CONSTRUCTION OF AN INFORMAL READING INVENTORY

(Workbook)

How Percival Caught the Tiger, by Percival Stutters, ©1936 by Holiday House, Inc., removed due to copyright restrictions.

CRITERIA FOR SELECTION OF PRINTED MATERIAL

1. The content of the printed material should be interesting to the child.

2. The content should not have been read previously by the child or children with whom you plan to use the inventory.

3. The teacher should know the readability level of the content.

adaptation of "How Percival Caught the Tiger" in Finding New Neighbors, © by Ginn and Company removed due to copyright restrictions.

INFORMAL READING INVENTORY
Teacher's copy

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Name of child _____ Level 3[1]

Examiner's name _____ Date _____

Source: Finding New Neighbors -- Ginn and Company, 1961, pp. 118-121

PART I: SILENT READING

Developing Readiness for Reading: Sometimes people have exciting adventures when they try to capture wild animals for the circus. The man in this story sees a tiger Read to see if you agree with the things he did.

material deleted due to copyright restrictions

COMPREHENSION OF SILENT READING: Total Score - 100

	Possible Points	Pupil's Points
1. Main idea		
What did Percival do to catch the tiger	(20)	_____
2. Noting details		
a. What did Percival put inside each sweet potato?	(5)	_____
b. What did Percival call his brave boy?	(5)	_____
c. With what did Percival cover the sweet potatoes?	(5)	_____
3. Inferred meaning		
Why did Percival want to know what tigers eat?	(5)	_____
4. Sequence of events		
After they saw the tiger what did Percival and the boys do before they sat down to think?	(10)	_____
5. Sensing emotional reactions of characters		
What did Percival think about tigers liking baked sweet potatoes?	(10)	_____
6. Cause and effect relationship		
Why did Percival and the boys run when they saw the tiger?	(10)	_____
7. Vocabulary		
Give the meaning of each of the following words:		
a. trap	(5)	_____
b. danger	(5)	_____
c. jungle	(5)	_____
8. Figurative language		
What does "he jumped right out of his shoes" mean?	(10)	_____

When you have finished studying this page turn the tape recorder on.

Total _____

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PART II: ORAL READING

number of words - 117

Developing readiness for reading: Now that Percival has prepared food for the tiger what do you think will happen next? Let's read to find out.

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Comprehension of oral reading (Main idea)

What did Percival and boys do to catch the tiger?

INSERVICE READING RESOURCE KIT

PACKAGE II

LEARNING TASK II -- ADMINISTRATION OF AN INFORMAL READING INVENTORY (tape)

ADMINISTRATION

of an

INFORMAL READING INVENTORY

This tape contains directions for the administration of an informal reading inventory. It should be utilized after Learning Task I, which contains directions for construction of an IRI. If, however, you already know how to construct such an inventory, continue with this tape. You will also need the workbook entitled The Administration of An Informal Reading Inventory. Turn off the tape long enough to get the workbook. (2-second pause).

Look at page 1 of the workbook. Listed on this page are three steps which should be taken before administering an IRI.

Read step number 1 - "Select an inventory on a readability level appropriate to the individual student. Information about the student which can be utilized in the choice of an inventory on a readability level commensurate with the student's present reading achievement level may include the following:"

Look at subtitle a, "Knowledge of a student's level of competency in recognition of sight words." If, for example, the student has achieved competency in recognition of sight words at grade level 3, an informal inventory at grade level 3 would be an appropriate choice. (For procedures in evaluation of a student's sight-word vocabulary the package entitled Diagnosis of Word Recognition Ability is included as another package in this resource kit.)

Now look at subtitle b, "Knowledge of a student's ability to apply word-analysis skills." Competency in this area involves ability to analyze words both through phonics and through structure. The present grade level of the student should be considered here. A second-grade student could

be expected to have acquired only some of the word-attack skills, while a third-grade student should be tested for a higher level of competency.

Now look at subtitle c, "Knowledge of the level at which the student has been receiving instruction after previous diagnosis." If a student is known to have reading problems and has been receiving instruction on a level lower than his actual grade placement, the inventory should be administered on the level at which the student has been receiving instruction. If the teacher has noted that a student is experiencing some degree of difficulty at actual grade level, it would also be appropriate to choose an IRI at a level below his actual grade level. If, however, the student has been reading at his actual grade level with a minimum of difficulty, the level of inventory administered might well be that of his actual grade level.

Knowledge of level of sight-word vocabulary, knowledge of competency in word-analysis skills, and knowledge of level at which a student has been receiving instruction are all useful because they help the teacher to choose the appropriate inventory. It may, therefore, reduce the number of inventories which need be administered to an individual. None of the three is infallible, however, as a basis for choosing appropriate materials for a reading inventory. Teacher judgment is still required, since there are often discrepancies in the student's competency in recognition of sight words, competency in word analysis skills, and current instructional level.

After giving an IRI and a word recognition test, if a teacher determines that a student's phonetic skills are weak, she will undoubtedly administer a phonics test to inventory specific weaknesses. If it appears that he has trouble in analyzing sounds to construct words, she will choose

a test which helps pinpoint this problem.

One source to turn for an annotated list of diagnostic tests is Diagnosis and Remediation of Reading Disability, Dechant, 1968, Parker Publishing Company, West Nyack, New York. There are other reading tests which also provide this service.

Now look at the workbook page 1, step number 2, "Have immediately available several inventories of consecutive grade levels above and below the one selected for administration." It is necessary to have inventories of consecutive grade levels above and below the one selected because the results of the first IRI may indicate the level of that inventory to be too difficult or to easy for the student. Reading levels of students at any one grade level usually vary considerably. Therefore, it is desirable to have a supply of inventories which range consecutively from pre-primer level through upper-grade levels. Any one teacher can devise inventories for all these levels. The construction of IRI's is made simpler, however, if one inventory is constructed by each teacher at each grade level from pre-primer through upper-grade level. Inventories at all levels can then be shared by teachers in the school or the system.

Now look at workbook page 1, step 3, "Select a place in which the inventory may be administered individually and privately." An audience may create unnecessary tensions in the child, which may affect his performance. The student should, therefore, be reading to the teacher only, preferably with no other children present. If other children must

present in the classroom, the inventory should be administered under circumstances which allow for as much privacy as possible without interruption from other children.

You are now ready to consider the actual administration of the inventory. Both the film clip and the workbook will be utilized in the next part of this lesson. Study the steps in administration of an informal reading inventory on page 1 of the workbook, read the story on pages 2, 3, and 4, and study the checklist of behaviors on page 5 before you turn on the film.

INSERVICE READING RESOURCE KIT

PACKAGE II

LEARNING TASK II -- ADMINISTRATION OF AN INFORMAL READING INVENTORY

(Workbook)

STEPS TO BE TAKEN BEFORE ADMINISTRATION OF AN INFORMAL READING INVENTORY

I. Select an inventory on a readability level appropriate to the individual student. Information about the student which can be utilized in the choice of an inventory on a readability level commensurate with the student's present reading achievement may include the following:

   a. Knowledge of a student's level of competency in recognition of sight words.

   b. Knowledge of a student's ability to apply word analysis skills.

   c. Knowledge of the level at which the student has been receiving instruction after previous diagnosis.

II. Have immediately available several inventories at consecutive grade levels above and below the one selected for administration.

III. Select a place in which the inventory may be administered individually and privately.

BEFORE YOU TURN ON THE FILM, STUDY THE FOLLOWING: STEPS TO BE TAKEN IN ADMINISTERING THE INVENTORY.

I. Establish rapport with the student. Any task involving reading may be threatening to the reluctant reader. The teacher you will see in the film will begin by attempting to help the student feel at ease and to reduce any tensions which may be associated with the reading task.

II. Develop readiness and briefly establish background for the story the student is about to read. The teacher should set up purposes for reading to provide motivation. Unless the student is extremely reluctant to read, this should take only a minute or two. Look for a demonstration of this in the film.

III. Ask the student to read the first part of the story silently. Tell the student to stop when he gets to the double line about half way through the story. Tell the student that you will ask some questions about the first part of the story when the silent reading is concluded.

story. Tell the student that you will ask some questions about the first part of the story when the silent reading is concluded.

Read Part I of the story, the comprehension questions, and Part II of the story.

After you have completed your reading, turn on the film.

Learning Task II - Administration of an Informal Reading Inventory

Total words 229

Source: Finding New Neighbors Level 3
Ginn and Company, 1964, pp. 310-317

Part I: Silent Reading

Developing Readiness for Reading: Do you believe everything you hear? Of course not. Most of us know the difference between the truth and a lie or a tall tale. Read the story silently to learn how a King tried to cure a princess of believing everything she heard.

Silent reading by child: (pp. 310-312)

THE PRINCESS WHO ALWAYS BELIEVED WHAT SHE HEARD

Once upon a time there was a beautiful young princess who always believed everything she heard.

The king said that anyone who could make the princess say, "It's a lie," should win the princess and half his lands.

All the princes thought this would be easy. They came from far and near and tried to make the beautiful princess say, "It's a lie."

When one prince said, "The moon is made of green cheese," she said, "How I should like to have a piece of green cheese -- cut very thin."

And so on and on it went, until every prince had tried. Then other young men took their turn, and each thought he would win the princess, but not one did.

By now the king's messenger had come to a far place where a poor woodcutter and his son, Claus, lived.

When Claus heard the news, he said to himself, "No one can tell a better tall story than I."

Then and there he put on his best clothes, told his father good-bye, and hurried off to the castle.

The king looked at Claus and said, "I do not not think you can win.

You live far from the castle and understand little of the ways of the world."

"I can tell a story that even the princess will not believe," said Claus.

"Well, you may try," said the king.

Comprehension of Silent Reading:	Points
1. Main idea: What did the king do in trying to cure the princess of believing everything she heard? (He said anybody who could make the princess say, "It's a lie" could win the princess and half the king's land.)	20
2. Noting details:	
a. What did the princess say when a prince told her the moon was made of green cheese? (She said she wanted a slice -- cut very thin.)	10
b. What job did Claus' father do? (He was a poor wood-cutter.)	10
c. Why did Claus think he would win? (He felt he could tell the best tall story; he felt he could tell a story even the princess would not believe.)	10
d. Why didn't the king think that Claus would win? (Claus lived far away from the castle and the king felt he understood little about what went on there.)	10
3. Inferred meaning:	
a. Why were men other than princes allowed to try to get the princess to say, "It's a lie." (None of the princes had been successful, so other men were allowed to try.)	10
b. How did Claus know about the princess who believed everything she heard? (A king's messenger brought the news to the far place where he lived.)	10
4. Vocabulary (note the use of context clues)	
a. Claus said, "No one can tell a better <u>tall story</u> than I." What is a <u>tall story</u>? (An exaggerated story told for fun.)	10
b. Can you describe a <u>lie</u>, as in the sentence, "It's a <u>lie</u>." (Something untrue which is meant to be believed--it is not for fun.)	10

PART II: ORAL READING

Developing readiness for reading: Claus has gotten permission to try to get the princess to say, "It's a lie." First, he tells her a tall tale about a giant cabbage; then he tells her about a barn so large that it takes years for a cow to walk through it. And finally he tells her a story about chickens who lay huge eggs. Read the story aloud to see if the princess will believe this one.

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Comprehension of Silent Reading: Points

1. Main idea: What did the king do in trying to cure the princess of believing everything she heard? (He said anybody who could make the princess say, "It's a lie" could win the princess and half the king's land.) 20 20

2. Noting details:

   a. What did the princess say when a prince told her the moon was made of green cheese? (She said she wanted a slice -- cut very thin.) 10 10

   b. What job did Claus' father do? (He was a poor wood-cutter.) 0 10

   c. Why did Claus think he would win? (He felt he could tell the best tall story; he felt he could tell a story even the princess would not believe.) 7 10

   d. Why didn't the king think that Claus would win? (Claus lived far away from the castle and the king felt he understood little about what went on there.) 10 10

3. Inferred meaning:

   a. Why were men other than princes allowed to try to get the princess to say, "It's a lie." (None of the princes had been successful, so other men were allowed to try.) 0 10

   b. How did Claus know about the princess who believed everything she heard? (A king's messenger brought the news to the far place where he lived.) 10 10

4. Vocabulary (note the use of context clues)

   a. Claus said, "No one can tell a better <u>tall story</u> than I." What is a <u>tall story</u>? (An exaggerated story told for fun.) 10 10

   b. Can you describe a lie, as in the sentence, "It's a lie." (Something untrue which is meant to be believed -- it is not for fun.) 10 10

100%

77%

The total comprehension score for this child on this test is 77%

The follwoing criteria are suggested as guidelines, not as absolutes, for determining level of comprehension of silent reading:

Independent reading level -
If the child scored 90% or better on this comprehension test, he should be able to read independently materials at his level of difficulty.

Instructional reading level -
If the child scored 75% - 90% on this test, he should be given materials at this level of difficulty for instruction.

Frustration reading level -
If the child scored below 75% on this test, materials at this level of difficulty will be frustrating to him.

The resluts of this test indicate that level 3 is the instructional reading level for this child.

Total words: 288

"Our hens lay twelve cartloads a day. They are piled high as a castle wall, even higher, if we don't keep our eyes open."

Claus stopped for a minute and then went on, "One day we had a pile that reached up to the moon, and I was on top of it. When I tried to climb down, the load fell over. There I was, hanging from the moon.

"I would be hanging there still, if I had not thought quickly and found a cloud. I tried to let myself down in it, but the cloud did not reach far enough. So I had to jump off the tip of that cloud and fly down."

Claus stopped talking for a minute and looked at the princess but she did not say anything. So he went on with his tall story.

"Where should I land but on a church roof! When I looked in, the church, your father was there. He was sitting on the floor, listening to the organ as he counted his money. He had an old purple nightcap on his head and his pockets were filled with gold and silver. The money had been there so long that it was covered with dust.

"All the people in the church gave money to the poor. But not the king, He gave nothing."

"Stop! cried the princess, looking very angry. "It's a lie!" My father is a kind man. He helps the poor, and he always wears his best crown in church."

"I am sure that is so," said Claus, the woodcutter's son. "But little does it matter, for I have made you say, "It's a lie!' Now I'll be a prince, and you will be my wife."

Comprehension of Oral Reading

What part of Claus' story made the princess say, "It's a lie." (She didn't believe that her father would not help the poor. She also know the king would wear a crown in church, not an old purple nightcap.)

Number of errors 1

Number of words in selection 288

Number of errors divided by equals error percentage 288

100% minus error percentage equals accuracy score

Student's score 99+% Independent Reading Level

As you can see, there is a significant difference between the student's comprehension reading level and her oral reading level. The former is a grustration reading level while the latter is an independent reading level. This often occurs. In order to get an accurate score of this student's reading ability, she should be given another test on level 3.

Following is a checklist of reading behaviors. Study these before you view the film so that you can be looking for specific behaviors exhibited by the child in the film. As the student in the film is reading silently, you will notice that the teacher is observing and recording behaviors. After you have seen this portion of the film, you will turn off the film and check the behaviors you observed. Compare your observations with those of the teacher in the film, which, are indicated on page 6.

CHECKLIST OF SILENT READING BEHAVIORS

_____ Accepted task willingly

_____ Attempted to stall or avoid task

_____ Appeared to hurry through task

_____ Fingerpointed word by word

_____ Marked line being read with finger or hand to hold place

_____ Made lip movements with no or few audible sounds

_____ Made lip movements with audible sounds

_____ Moved head from left to right while reading

_____ Lost place when returning to beginning of next line

_____ Evidenced nervous tension

_____ a. Restless or fidgety (moved around in seat a great deal)

_____ b. Twisting hair or other movement

_____ c. Stopping often to look around

_____ d. Others

_____ Held book too close

_____ Had poor posture while reading

_____ Held book unsteadily

Turn on the film.

CHECKLIST OF SILENT READING BEHAVIORS

- ✓ Accepted task willingly
- _____ Attempted to stall or avoid task
- ✓ Appeared to hurry through task (at times)
- _____ Fingerpointed word by word
- _____ Marked line being read with finger or hand to hold place
- ✓ Made lip movements with no or few audible sounds (occasionally)
- _____ Made lip movements with audible sounds
- _____ Moved head from left to right while reading
- _____ Lost place when returning to beginning of next line
- _____ Evidenced nervous tension
  - _____ a. Restless or fidgety (moved around in seat a great deal)
  - _____ b. Twisting hair or other movement
  - _____ c. Stopping often to look around
  - ✓ d. Others (showed curiosity about recording procedure)
- _____ Held book to close
- _____ Had poor posture while reading
- _____ Held book unsteadily

Inservice Reading Resource Kit

Package II

LEARNING TASK III -- RECORDING SCORES OF SILENT READING COMPREHENSION QUESTIONS AND ORAL READING ERRORS (Tape)

This tape and the accompanying workbook provide instruction and practice in (1) scoring comprehension questions in silent reading, (2) scoring errors in oral reading, and (3) recording scores in both. Before proceeding with this tape, read the pages reproduced on pages 1 and 2 of the workbook. The story will be used in a demonstration of a child's responses to comprehension question on silent reading. Next turn to pages 3 and 4 and read the questions that will be asked by his teacher. Turn off the tape recorder.

(2-second pause)

You will now hear a child's responses to the comprehension questions on pages 2 and 4. Remember that there will be some subjectivity involved in your judgment of the appropriateness of the child's answers. He is unlikely to use the exact wording of the answers suggested. However, having read pages 1, 2, 3 and 4 of the workbook, you will be prepared to make your own judgment about the appropriateness of the answers. You will now listen to the child's responses and record your scores. You may want to play the tape more than once.

Now that you have scored the answers to the comprehension questions, do two things: (1) compare your scoring with the scores on pages 5 and 6 and (2) add the comprehension scores to find the total comprehension score. As you compare your scores with those provided on page 6, remember that slight differences may appear as a result of the subjective nature of the test. If there are very noticeable differences between your scores and the scores provided on page 6, try to determine the reasons for the differences. Make a careful reevaluation of your own judgment in scoring each question. Turn off the tape.

(2-second pause)

This is a recording of a child's oral reading of Part II of the Story "The Grizzly" reproduced on pages 8 and 9 of the workbook. As the child reads, on pages 8 and 9 of your workbook, mark the errors he makes. Mark the errors in accordance with suggestions made on page 10 of the workbook. The next voice you will hear will be that of the teacher presenting the oral reading activity to the child, followed by the oral reading of part II of the story by the child.

Now that you have marked the errors, do three things: (1) Compare your markings with those on pages 11 and 12, (2) Count the number of errors to determine the accuracy score, and (3) determine accuracy level. Instructions for counting accuracy score and determining accuracy level are provided on sheet number 13. Turn off the tape recorder.

Notes on tape:

Comprehension Questions

The 4th grade boy who took this IRI did not have the benefit of the visual clues supplied by pictures from the book. He read the story from type-written sheets. Alan's concept of "loft" was that of the type found in a barn. He had no idea that the boy in the story was in his home, a cabin, with a loft. This misunderstanding affected questions 2b. and 4a.

Oral Reading

I counted the mispronunciation of "Mikey" as only two times, not four. Substitutions, i.e. mispronunciations, were counted as the number of words missed in the text not the number added.

Two comprehension questions were included at the conclusion because the story did not have a major point here that had not been asked previously.

Inservice Reading Resource Kit

Package II

LEARNING TASK III - RECORDING THE SCORES OF SILENT READING COMPREHENSION QUESTIONS AND ORAL READING ERRORS

(WORKBOOK)

"The Grizzly" by Betty Sterling in Trails to Treasure ©1964, by Ginn and Company removed due to copyright restrictions.

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LEARNING TASK III - RECORDING THE SCORES OF SILENT READING COMPREHENSION QUESTIONS AND ORAL READING ERRORS

Total words: 236 Level 5

Source: Trails to Treasure
Ginn and Company, 1964, pp. 280-283

PART I: Silent Reading

Developing Readiness for Reading: Have you ever wanted to live on a farm during the pioneer days? In this passage a ten-year old boy does a brave thing. Read the story silently to see what happens.

Silent reading by child: (pp. 280-281)

THE GRIZZLY

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Study these questions carefully. You will be asked to score a student's answers to them when you finish. (Suggested answers are given for each of the questions.)

COMPREHENSION OF SILENT READING:	POSSIBLE POINTS	PUPIL'S POINTS
1. Main idea: Why do you think Mikey wanted to shoot the bear? (he didn't want the bear to hurt Ma, Martha and the little ones, OR he wanted to protect his home and family.)	(20)	_____
2. Noting details:		
a. Describe the bear which was outside the house. (It was a large, black grizzly bear.)	(8)	_____
b. Where did Mikey find the gun? (He found the gun on some pegs on a wall downstairs.)	(8)	_____
c. Had Mikey ever climbed on the roof before? (yes) How many times? (once)	(10)	_____
3. Inferred meaning:		
a. How could Mikey see the bear at night from the roof? (moonlight made the night bright.)	(15)	_____
b. Was Mikey's father at home? (no)	(5)	_____
c. How do you know his father was not there? (his pa had left him in charge.)	(10)	_____
4. Vocabulary: (note the use of context clues)		
a. "Mikey climbed up to the <u>loft</u>." Can you describe a <u>loft</u>? (a room or floor above another; an attic)	(8)	_____

b. Define peered, as in the sentence, "he peered out the window." (to look intently) (8) _____

c. What does shuddered mean, as in the sentence, "he shuddered at the sight of the bear." (trembled, shook) (8) _____

Total comprehension (100) _____

Are you ready to score a child's answers to these questions? On the portion of the tape which follows you will hear a teacher ask the questions and a child respond to them. You will score each answer, and record the score in the space provided at the right of each question. First, turn back to the narrative, paragraph 2.

COMPREHENSION OF SILENT READING:	POSSIBLE POINTS	PUPIL'S POINTS
1. Main idea: Why do you think Mikey wanted to shoot the bear? (he didn't want the bear to hurt Ma, Martha and the little ones, OR he wanted to protect his home and family.)	(20)	20
2. Noting details:		
a. Describe the bear which was outside the house. (It was a large, black grizzly bear.)	(8)	6
b. Where did Mikey find the gun? (He found the gun on some pegs on a wall downstairs.)	(8)	8
c. Had Mikey ever climbed on the roof before. (yes) How many times? (once)	(10)	5
3. Inferred meaning:		
a. How could Mikey see the bear at night from the roof? (moonlight made the night bright.)	(15)	0
b. Was Mikey's father at home? (no)	(5)	5
c. How do you know his father was there? (his pa had left him in charge.)	(10)	10

	POSSIBLE POINTS	PUPIL'S POINTS
4. Vocabulary: (note the use of context clues)		
a. Mikey climbed up to the loft. Can you describe a loft? (a room or floor above another; an attic)	(8)	6
b. Define peered, as in the sentence "he peered out the window." (to look intently)	(8)	8
c. What does shuddered mean, as in the sentence "he shuddered at the sight of the bear." (trembled, shook)	(8)	8
Total Comprehension	(100)	76

Turn to page 7.

The total comprehension score for this child on this test is 76%.

The following criteria are suggested as guidelines, not as absolutes, for determining level of comprehension of silent reading:

Independent reading level-
If the child scored 90% or better on this comprehension test, he should be able to read independently materials at this level of difficulty.

Instructional reading level-
If the child scored 75% - 90% on this test, he should be given materials at this level of difficulty for instruction.

Frustration reading level-
If the child scored below 75% on this test, materials at this level of difficulty will be frustrating to him.

The results of this test indicate that level five is the Instructional Level level for this child.

When you have finished this practice with comprehension questions, you are ready to continue with practice in recording and scoring oral reading errors. Turn to page 8.

Before you return to the tape, read pages 8 and 9 and study page 10 carefully.

PART II: ORAL READING

Developing Readiness for Reading: Mikey has climbed on the roof with his gun. He hopes to shoot the bear to protect his family from the huge grizzly. Read this exciting passage aloud to see if Mikey is successful.

Reading by child: (To be checked as suggested on page 10).

Total words: 194

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COMPREHENSION OF ORAL READING (main idea, important detail)

1. How do you think Mikey felt as he waited on the roof?
   (he felt scared, courageous, nervous -- several emotions all at the same time)
2. What did Mikey do to get the bear's attention? (he whistled)

A child's oral reading of Part II is recorded on the tape. Before you listen to the recording, you should devise or learn a code for marking oral reading errors. Study the code suggested on page 10.

Study this code carefully or devise your own.

SUGGESTED CODE FOR CHECKING ERRORS IN ORAL READING

(Proper names should not be included when marking errors)

1. Hesitation - If the subject hesitates over a word for 5 seconds, the word is pronounced for him and a line drawn through it.

   Example: ~~-bear-~~

2. Mispronunciation (Substitution for all or part of the word). Draw a line through the word or the part of the word which is mispronounced and write the subject's pronunciation above it. A word mispronounced more than two times constitutes two errors.

   Example: dog cried? bat
   ~~dog~~ ~~called~~ pat

3. Omission: Encircle word or part of word omitted

   Example: (cat) walk / walk(ed) / start(ed)

4. Insertion (additions): Place a caret at the point of insertion and write in the inserted word.

   Example: John will not go to the fair.
   Susan was having her very good friends for a party.

5. Repetition: Draw a wavy line under the word or words repeated.

   Example: The boy saw his dog

   The boy saw his dog

When you feel confident about using this code or one of your own, have pages 8 and 9 and a pencil ready. Then turn on the tape recorder.

PART II: ORAL READING

Developing Readiness for Reading: Mikey has climbed on the roof with his gun. He hopes to shoot the bear to protect his family from the huge grizzly. Read this exciting passage aloud to see if Mikey is successful.

Reading by child: (To be checked as suggested on page 10).

Total words: 194

Quietly he crept down to the slope of the roof to the edge. He'd have to be close when he shot the bear. He could hear it sniffing along the kitchen wall, raking the boards with its claws and shaking the shutters, as he stuffled along.

Mickey stretched out on his stomach and read the gun toward the place where he could hear the bear. He was almost on the edge of the roof, but he didn't dare lean over. When he was ready, to look and a deep breath. He took another deep breath. Why didn't the bear hear his heart pounding and looked up?

He whistled sharply.

The bear rose to his hind feet to see where the noise was coming from.

Mickey shot.

With a roar, the bear crashed against the house. Mickey trembled as he reloaded the gun in the dim light. The bear had been so tall, standing on its hind legs, that it could have reached out and cuffed him!

Mispronunciation of Mikey counted as two errors.

He got to his knees and looked carefully over the edge of the roof. The bear was trying to rise. ~~Mikey~~ Mickey aimed again and fired. The bear quivered and lay still.

COMPREHENSION OF ORAL READING (main idea, important detail)

1. How do you think Mikey felt as he waited on the roof?
   (he felt scared, courageous, nervous -- several emotions all at the same time)
2. What did Mikey do to get the bear's attention? (he whistled)

Turn to page 13.

Number of errors 13
Number of words in selection 194
Number of errors divided by 194
equals error percentage
100% minus error percentage
equals accuracy score.

INTERPRETATION OF ORAL READING ERRORS

When you are counting oral reading errors use the following criteria:

1. Count each hesitation, mispronunciation, and omission as an error.
2. Count each insertion as an error even if it involves more than one word.

   Example: He was just the kind of big, handsome brother you would choose. (one error)

3. Count each repetition of a word, part of word, or phrase as an error. Do not count each word in the repetition. Count only the number of times a child begins a repetition.

   Example:

   Louie bent over his work.

   The above example constitutes three errors since it implies that the child's speech was "bent, bent over, bent over", indicating that he regressed three times.

When you have counted the number of errors find the percentage of errors and subtract from 100% to obtain the accuracy score.
On page 12 are listed the number of errors made by the child. There are 194 words in Part II of the inventory. The 194 has been divided by 13 (no. of errors) to obtain 7%, percentage of errors, is subtracted from 100% the accuracy score equals 93%.
The following criteria are suggested as guidelines, not as absolutes, for determining level of oral reading accuracy:

Independent accuracy level--95%

(This is the level at which a child can read independently)

Instructional reading level--75% - 95%

(This is the level at which materials for instruction should be selected.)

Frustration reading level--Below 75%

(Accuracy score at this level indicates the material is too difficult for the child.)

The results of this test indicate that level five is the Instructional level for this child.